ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002515	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): McCanne, Roy

5. TITLE OF DOCUMENT ABSTRACTED: A Modified "TESL" Approach for Teaching English Reading to Spanish-Speaking Pupils

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Colorado

9. PUBLISHER OR SOURCE: Colorado State Department of Education Office of Instructional Services

ORG. State Dept. of Education, Office of
ST. Instructional Services
CITY, STATE
TELE.
INST/LOC CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A..	N.A.	5

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12): language barriers; language difficulties; readiness; language arts; aural-oral emphasis; comprehension development; vocabulary development; reading skills; Spanish-speaking pupils; migratory children; migratory education

17. ABSTRACT (MAX. 250 WORDS)

A means of adapting the teaching of English language arts to the special needs of students from Spanish-speaking homes is presented. The modified TESL (Teaching English as a Second Language) approach assumes that children have no command of English at school entrance. The readiness activity is largely aural-oral with emphasis on listening and speaking to build oral vocabulary, on habitual patterns of English sentence structure, and on correct pronunciation. Written materials designed for aural-oral practice continue the development of comprehension in English with a minimum of direct translation from Spanish. Independent oral vocabulary grows through school activities conducted in English; the use of context clues, structural analysis, and dictionary skills develop when sufficient command of oral and written English is established.

A list of primary grade materials for classroom use by Spanish-speaking pupils includes the We Learn English series by Faye Bumpass and American English for All the World by Gonzales Wheeler. Primary grade level manuals for teachers of Indian children are listed; a bibliography of teachers manuals and professional materials on the teaching of English as a second language is included.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

COLORADO STATE DEPARTMENT OF EDUCATION
Office of Instructional Services

A MODIFIED "TESL" APPROACH FOR TEACHING ENGLISH READING TO SPANISH-SPEAKING PUPILS

Roy McCanne
Section on Education of Migratory Children

ED002515

Schools with pupils from Spanish-speaking homes have sought means of adapting their teaching of the English language arts to the special needs of these pupils. Described below is a rather grossly simplified step-by-step comparison of two approaches: the standard one using basal readers designed for English-speaking children, and one that is a modification of that used in foreign countries for teaching English as a second language (TESL). Modification of the standard TESL approach is necessary because regular courses in English as a second language assume that the pupils make normal progress in learning their own native languages at the same time. Our elementary schools do not presently teach reading and writing in Spanish for Spanish-speaking pupils.

It must be noted that in learning to read in English similar results in a similar time cannot be expected from Spanish-speaking children when compared with English-speaking children, no matter what approach is used. Spanish-speaking children have more to learn, and this inevitably necessitates more instruction time, either by an increased allotment for language arts within the school time, or by provisions for extra school time.

Standard Basal Reader Approach	Modified "TESL" Approach
1. Pupils are assumed to have a listening and speaking facility in English when they enter school, including an oral vocabulary of at least 2,000 words by age 5.	1. Pupils are not assumed to have any command of English at entrance into school.
2. Readiness materials build mostly visual skills - discrimination between line drawings, association of pictures with words, etc. Aural-oral skills (as at right) are largely assumed, though teachers supplement the standard materials with oral practice as needed.	2. Readiness activity is largely aural-oral with emphasis on listening and speaking to build a) oral vocabulary, b) habitual patterns of English sentence structure, c) correct pronunciation.
3. Phonics is introduced early to build association between printed letters and sound equivalents, so that the pupil can quickly convert his oral vocabulary to a reading vocabulary. Comprehension of simple printed material is assumed because the words are familiar in oral context.	3. Written materials designed for aural-oral practice, as above, continue the development of comprehension in English, with a <u>minimum</u> of direct translation from Spanish. Reading and writing are introduced slowly by whole-word association of printed and oral forms of words whose meanings have been developed, and which have been correctly pronounced and used in English sentence patterns.

J0679 ED002515

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

4. Use of context clues, structural analysis, and dictionary skills are developed for growth in vocabulary. Comprehension, interpretation, literary appreciation, organization, study skills, oral and speed reading skills are developed with oral and written materials.

4. Oral vocabulary begins to grow independently through school activities conducted in English. The teacher continues to develop oral and written vocabulary through the look-say method, but introduces phonic generalizations when the pupil can demonstrate correct pronunciation of letter sounds and a meaningful sight vocabulary.

5. Skills in step 4 at left are introduced and developed as soon as sufficient command or oral and written English is established.

An example of a set of materials for teaching English as a second language to Spanish-speaking pupils in elementary schools is the We Learn English series of text-workbooks by Dr. Faye Bumpass. (See list below.) These six books develop a reading vocabulary of 381 English words, after which a pupil might be placed in a beginning second grade basal reader or equivalent materials.

A partial list of elementary level materials designed for teaching English as a second language follows. This list was prepared from other lists available in the field. The State Department of Education does not have all of these materials. This list in no way constitutes an endorsement or recommendation by the Department.

PRIMARY GRADE MATERIALS FOR CLASSROOM USE BY SPANISH-SPEAKING PUPILS

Bumpass, Faye L. We Learn English Series. American Book Company, 300 Pike Street, Cincinnati 2, Ohio. 1958.

Book 1.	We Learn English with Pepe and Bing.	44 p.	$1.00
Book 2.	We Learn English with Anita and Tabby.	44 p.	1.00
Book 3.	We Learn English with Pepe and Anita.	60 p.	1.00
Book 4.	We Learn English with the Soto Family.	76 p.	1.00
Book 5.	We Learn English with Pepe and Anita on the Ranch.	76 p.	1.00
Book 6.	We Learn English with Pepe and Anita at School.	76 p.	1.00

Wheeler, D. Gonzales. American English for All the World. Webster Publishing Division, 1154 Reco Avenue, St. Louis, Missouri 63126. 1957. Books A (listening and speaking) and B (reading and writing), any grade level. $.96 each. Two editions - regular and Catholic.

PRIMARY GRADE LEVEL MANUALS FOR TEACHERS OF INDIAN CHILDREN

Division of Indian Education. English Sentence Pattern Drills for Beginning Indian Children. New Mexico State Department of Education, Santa Fe, New Mexico. 1963. 53 p. plus 10 pictures. (For use in grade one with Teachers Guide to Books 1 and 2, of the Fries American English Series by Rojas and others [Boston: D. C. Heath and Company, 1952-57], a series for grades 4-12).

Gallup-McKinley County Schools. Manual of Sentence Patterns for Teaching English as a Second Language to Beginning Indian Children. Gallup-McKinley County Schools, P. O. Box 648, Gallup, New Mexico. 1963. 207 p.

TEACHERS MANUALS AND PROFESSIONAL MATERIALS

Allen, Harold B. ed. Readings in Applied English Linguistics. Appleton-Century-Crofts, Inc., 35 W. 32nd Street, New York 1, New York. 1958.

Borrego, Eva R. Some Language Difficulties. Section on Education of Migratory Children, Colorado State Department of Education, Denver, Colorado 80203. 19 p. Free.

Bloomfield, Leonard, and Clarence L. Barnhart. Let's Read, A Linguistic Approach. Wayne State University Press, Detroit, Michigan, 1961.

Braddock, Richard. Introductory Readings on the English Language. Prentice-Hall, Inc., Englewood Cliffs, New Jersey. 1962.

Bumpass, Faye L. "Bridging the Gap Between Oral Language Learning and Instruction in Reading for the Child Who Is Learning English as a Second Language," The A and B Reading Bulletin, No. 112. Allyn and Bacon, Inc., 310 West Polk Street, Chicago 7, Illinois. Free.

Bumpass, Faye L. Teaching Young Students English as a Foreign Language. American Book Company, 300 Pike Street, Cincinnati 2, Ohio. 1963. 198 p.

Bureau of Curriculum Research. Language Guide Series. Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn 1, N.Y. 1958. $.75 each.

Teaching English to Puerto Rican Pupils in Grades 1 and 2.
Teaching English to Puerto Rican Pupils in Grades 3 and 4.
Teaching English to Puerto Rican Pupils in Grades 5 and 6.
Teaching English to Puerto Rican Pupils in the Secondary Schools.

Changing Concepts of Reading Instruction. International Reading Association Conference Proceedings. Vol. 6, 1961. Order from Scholastic Magazines, Inc., 904 Sylvan Avenue, Englewood Cliffs, New Jersey.

Conference on the Education of Spanish-Speaking Children. Teachers Guide to the Education of Spanish-Speaking Children. Bulletin of the California State Department of Education, Sacramento, October, 1952. 84 p. $.50.

Cornelius, Edwin T. Teaching English: A Practical Guide for Teachers of English as a Foreign Language. Washington Publications, 3915 Military Road, N.W., Washington, D. C. 1955. 83 p. $1.25.

El Paso Public Schools. A Manual of Aids and Devices for Teaching Beginning Non-English-Speaking Children. El Paso, Texas, 1945, 87 p. Level One, 1946, 95 p. Level Two, 1946, 99 p. Three volumes, $1.00 each.

El Paso Public Schools. A Manual of Aids and Devices for Teaching Bilingual Children. Grade Two, 1946, 144 p. Grade Three, 1946, 169 p. Grade Four, 1947, 234 p. Grade Five, 1947, 210 p. Four volumes, $1.50 each.

Finocchiaro, Mary. Teaching English as a Second Language. Harper and Row, Inc., 49 East 33rd Street, New York 16, New York. 1958. 335 p. $4.75.

Fries, Charles C. Linguistics and Reading. Holt, Rinehart & Winston, 383 Madison Avenue, New York 17, New York. 1963. $5.00.

Fries, Charles C. Teaching and Learning English as a Foreign Language. University of Michigan Press, 311 Maynard Street, Ann Arbor, Michigan. 1945. 153 p. $2.00.

Fries, Charles C. The Structure of English. New York: Harcourt, Brace & Co. 1952. 304 p. $4.00.

Hannah, Muriel L., Ed., Teaching the Spanish Speaking Child. Sul Ross State College Workshop, 1959. Sul Ross State College, Alpine, Texas. 108 p. plus 26-page bibliography.

Harter, Helen. English is Fun,or The Tyhtym and Song Approach to the Teaching of English to non-English-speaking Beginners. Helen Harter, Box 575, Tempe, Arizona. 1962. $3.00 82 p.

Huebener, Theodore, and Mary Finocchiaro. English for Spanish Americans. New York: Henry Holt and Company, 1950. 426 p.

Hughes, Marie M. and George I. Sanchez. Learning a New Language. Bulletin 101. Association for Childhood Education International. 1200 Fifteenth Street, N.W., Washington 5, D. C. 1958. $.75. 32 p.

Jensen, J. Vernon. Effects of Childhood Bilinqualism. National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois. 1962. 20 p.

Lado, Robert. Linguistics Across Cultures: Applied Linguistics for Language Teachers. University of Michigan Press, Ann Arbor, Michigan, 1957. $2.75.

Latting, Lucile H. A Suggested Basic Oral Vocabulary. Section on Education of Migratory Children, Colorado State Department of Education. Denver, Colorado 80203. 1960. 11 p. Free.

Martin, Walter G. Teaching Children Who Move With the Crops. Fresno County Superintendent of Schools, Fresno, California. 1955. Free. 95 p.

Morrison, J. Cayce. The Puerto Rican Study, 1953-57. Board of Education, 110 Livingston Street, Brooklyn, New York. 1958. 265 p.

Smith, Henry L. Linguistic Science and the Teaching of English. Inglis Lecture Series. Harvard University Press, Cambridge, Massachusetts, 1956.

Stevick, Earl W. Helping People Learn English. Abingdon Press, 201 8th Avenue, South, Nashville 2, Tennessee. 1957. 138 p. $2.50.

Texas Education Agency. Preschool Instructional Program for Non-English-Speaking Children. Texas Education Agency, Austin 11, Texas. 1961. 62 p.

Tireman, L. S. Teaching Spanish-Speaking Children. The University of New Mexico Press, Albuquerque, New Mexico. 1952. 247 p.

MATERIALS FOR ANY BEGINNER LEARNING ENGLISH AS A SECOND LANGUAGE

Allen, Walter Powell. Easy Crossword Puzzles for People Learning English. Washington Publications, 3915 Military Road, N.W., Washington, D. C. 1956. $.75.

Boggs, Ralph, and Robert J. Dixon. English Step by Step with Pictures. Latin American Institute Press. 200 Park Avenue South, New York, New York 10003. 1958 $1.50. (50 lessons).

Cornelius, Edwin T., Jr. First Lessons in English. (New America Series, Course I) English Language Services, Inc., 4801 Wisconsin Avenue, N.W., Washington, D. C. 1957. 106 p. $1.25.

Croft, Kenneth. Course in English for Foreign Students. Washington Publications, 3915 Military Road, N.W., Washington, D. C. 1958. Four tapes $18. Four 10-inch LP records. $16.

Croft, Kenneth. A Practical Course in English for Foreign Students. (Formerly entitled K. C. Drills.) Five units now included in 1 vol. Washington, D. C., Washington Publications, 1958. Accompanied by 8 tapes. Complete set including tapes and text, $35. Extra copies of text, $2.40. 57 p. Distributed by Language Training Aids, Boyds, Md.

Davis, A. L. Instructaphone. Records to accompany Beginner's Book for English as a Second Language. Educational Services, 1730 I St., N.W., Washington, D. C. 1953. Three LP records and manual $10. Extra copies of manual $1.25. 112 p.

Dixon, Robert J. Elementary Reader in English for the Foreign Born. Regents Publishing Co., 200 Park Avenue South, New York, New York, 10003. 1950. 120 p. $1.25.

Dixon, Robert J. Regents English Workbooks for Foreign Students. Regents Publish-Co., 200 Park Avenue South, New York, New York, 10003. Books I and II, elementary and intermediate levels. $1.25 each.

Educational Services. Picture Posters for English as a Second Language. Teacher's Guide. Educational Services, 1730 I St., N.W., Washington, D. C., 1958. 4 p. $6.50 for set plus $2.50 shipping charge. 26 posters, 28" by 32" depicting everyday scenes in United States life.

Fries, Charles C. Lessons in Vocabulary, Ten Lessons from an Intensive Course in English. George Wahr Publishing Co., Ann Arbor, Michigan. 1954. 54 p. $2.00.

Fries, Charles C. Patterns of English Sentences, Nineteen Lessons from an Intensive Course in English. George Wahr Publishing Co., Ann Arbor, Michigan. 1953. 150 p. $2.75.

Homolsky, Sidney L. Cumulative Pattern Practice, Lessons I-XX from an Intensive Course in English. George Wahr Publishing Co., Ann Arbor, Michigan. 1954. 171 p. $2.00.

King, Harold V. and Russell N. Campbell. Modern English Primer, All English Edition, Parts I and II. Washington Publications, 3915 Military Road, N.W., Washington, D.C. 1956. 89 p. each. $1.00 each.

Mitchell, Elizabeth Gillilan. Beginning American English; A Conversational Approach to the Study of English. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11, New York. 1957. 264 p. $3.30.

Richards, I. A. and Christine M. Gibson. English Through Pictures. Washington Square Press. Order through Affiliated Publishers, Inc., 630 5th Avenue, New York 20, N.Y. 1959. Two books ($.45 each) and workbook to accompany book one ($.45). See also Richards and Gibson, First Steps in Reading English. Same publisher. 1959. $.45.

Rojas, Pauline, and others. Fries American English Series for the Study of English as a Second Language. D. C. Heath and Co., 285 Columbus Ave., Boston 16, Mass. 1952-57.

Book I (grade 4). 226 p. $1.60. Book II. 268 p. $1.80
Teachers Guide for Books I and II. 261 p. $4.00.
Book III. 324 p. $2.08
Teachers Guide for Book III. 163 p. $2.50.
Book IV. 435 p. $2.48.
Teachers Guide for Book IV. 196 p. $3.00
Book V. 420 p. $2.56.
Teachers Guide for Book V. 212 p. $3.25.
Book VI. 560 p. $3.60.
Teachers Guide for Book VI. 272 p. $5.00.

Roy McCanne
Revised 2/64